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ABSTRACT

This administrator's guide is designed to provide a systematic and objective means of evaluating an ongoing reading program. The procedures outlined recognize the important role of the administrator as the change-agent who initiates, encourages, supports, observes, and evaluates programs. The systems approach simplifies the Generic Planning Process required for Pennsylvania school district use by systematically illustrating the steps of the Generic Planning Process and providing appropriate forms for conducting those steps. The systems approach contains five major areas within the reading evaluation model: context evaluation, input evaluation, process evaluation, product evaluation, and installation. Suggestions are given for discrepancy models, worksheets, goals and objectives formation, volunteer assignment charts, and community resources. (MKM)

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A SYSTEMS APPROACH FOR GENERATING CHANGE IN THE READING PROGRAM

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APRIL, 1976

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FOREWARD

This booklet represents an initial step to provide the school administrator with a systematic and objective means of evaluating the on-going reading program in the Pennsbury School District.

The procedures outlined recognize the important role of the administrator as the change agent who initiates, encourages, supports, observes and evaluates improved program.

The administrator who utilizes the systems approach will find a strong emphasis on shared decision-making through which teachers become much more involved in orchestrating their resources for staff development and student achievement.

This administrative style of leadership carries with it a greatly increased responsibility factor; for the administrator must be ever aware that the decisions made are reliable and valid within the framework of educational research, school district policy and sound judgement.

LEADERSHIP

Leadership is hard;

valuable and responsible leadership is harder;

only the latter is worthwhile;

only systematic and objective evaluation can distinquish the two.

— Michael Scriven

INTRODUCTION

Since the Pennsylvania Department of Education has adapted the Generic Planning Process as the required procedure for school district planning, a copy of the entire planning process can be found in the back of this booklet.

The Systems Approach described in the front of this booklet simplifies the Generic Planning Process by:

1. systematically illustrating the steps of the Generic Planning Process;

2. providing appropriate forms for conducting various steps of the Generic Planning Process.

CHARACTERISTICS
of
THE SYSTEMS APPROACH

The Systems Approach described in this booklet represents a mixture of three program evaluation models.

1. Right to Read Program Planning Procedures
2. Pennsylvania's Generic Planning Process
3. Stufflebeam's CIPP Model (Context, Input, Process, Product)

PURPOSES OF THE SYSTEMS APPROACH

1. to systematically monitor the On-going Reading Program;
2. to provide a guideline to generate change on a planned basis;
3. to maximize the involvement of staff, community, and resources in the decision making process in order to insure that the change is feasible and acceptable.

THE SYSTEMS APPROACH

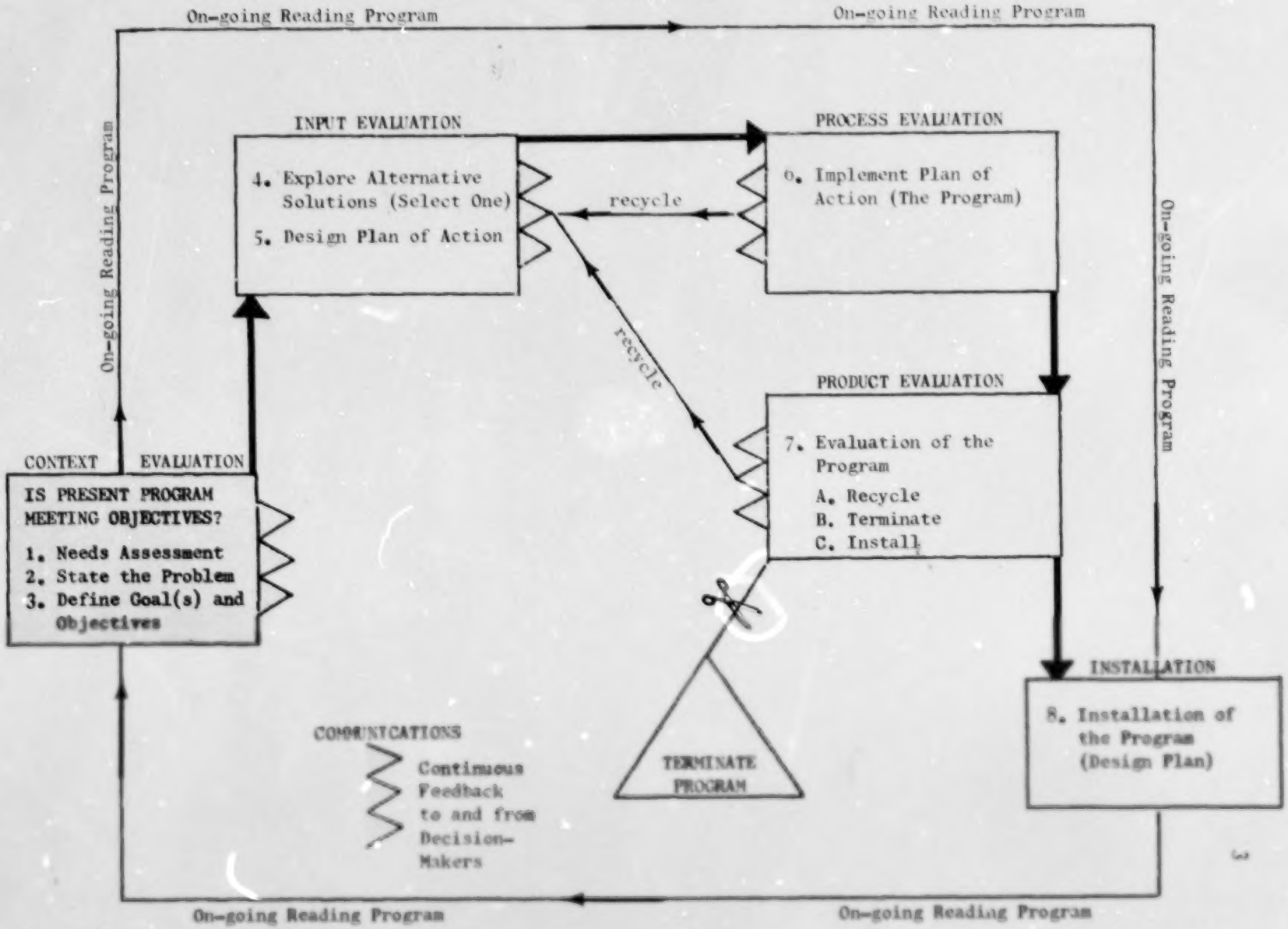
The Systems Approach is illustrated in Figure 1, Reading Evaluation Model. It is presented with respect to two major factors.

1. The On-going Reading Program around the perimeter of the model.
2. The Change System inside the perimeter of the model.

The Systems Approach contains five major areas within the Reading Evaluation Model.

1. CONTEXT EVALUATION
2. INPUT EVALUATION
3. PROCESS EVALUATION
4. PRODUCT EVALUATION
5. INSTALLATION

FIGURE 1
READING
EVALUATION MODEL



CONTEXT EVALUATION

Context Evaluation has two major functions:

1. continuous monitoring of the On-going Reading Program;
2. initial step for implementing the Change System.

Continuous Monitoring

The first function of Context Evaluation is continuous monitoring of the On-going Reading Program. With respect to this function, the following questions should be continuously asked concerning any or all components of the reading program as listed in Figure 2.

Is the program adequately meeting objectives? ___Yes ___No

Are there unmet needs? ___Yes ___No

Are there unused opportunities (New Methods) that could be added to the On-going Program? ___Yes ___No

If the answer to any of the above questions suggest the need for change, then the Change System inside the Reading Evaluation Model should be put into operation.

FIGURE 2

READING PROGRAM COMPONENTS

Student Performance

___ Comprehension
___ Word Recognition
___ Study Skills
___ Content Area Reading
___ Interests in Reading
___ Attitudes Toward Reading

Reading Program

___ Developmental
___ Prescriptive
___ Remedial

Grade Levels

___ K ___ 5
___ 1 ___ 6
___ 2 ___ 7-8
___ 3 ___ 9-10
___ 4 ___ 11-12

Staff Development

___ Inservice
___ Improvement of Instruction

Curriculum Development

___ Grouping and Subgrouping
___ Learning Centers
___ Time Spent in Program
___ Instructional Techniques
- ___ Directed Reading Activity
- ___ Use of Workbooks
- ___ Reading in Content Areas
- ___ Language Experience
- ___ Individualized Reading
- ___ Reading for the Gifted

___ Evaluation Techniques
- ___ Interests
- ___ Attitudes
- ___ Self Esteem
- ___ Self Evaluation
- ___ IRI (Individual)
- ___ Criterion Reference
- ___ Achievement Testing
- ___ Readiness Testing
- ___ Spelling Tests
- ___ Study Skills

Resources

___ Adequate Materials
___ Audio-Visual Programs
___ Basal Readers/Workbooks
___ Coping Skills Materials
___ Creative Reading/Writing Materials
___ High Interest/Low Vocabulary Books
___ Individualized Reading Materials
___ Individualized Spelling Materials
___ Language Experience Materials
___ Listening Materials
___ Machine Based Materials
___ Motor Development Materials
___ Paperback Reading Program
___ Perceptual Skills Materials
___ Programmed Materials
___ Single Skill Teaching Materials
___ Supplemental Phonics Materials
- ___ Games
- ___ Dittos and Workbooks

___ Supplemental Comprehension Materials
___ Reading Specialists

___ Creative Techniques
___ Paperback Program

Implementing the Change System

1. Needs Assessment

A. Organize for the Needs Assessment

(1) Form a representative committee

(2) Utilize Figure 3, Resource Pool of the Pennsbury Educational System, to determine who and what resources should be involved in providing input for establishing a baseline of information which supports the need for change.

(3) Utilize Figure 4, Communication Model, to list those decision makers with whom information should be delineated and provided.

(4) Utilize Figure 5, Communication Model, to list methods through which you wish to gather and provide information.

(5) Utilize Figure 6, Meeting Report Form, for the written agenda, for listing outcomes of the meeting, and for stating and recording objectives for the next meeting.

NOTE: Results of each meeting should be distributed to the committee members and other appropriate decision makers.

B. Conduct the Needs Assessment

Utilizing the resources identified in Figure 3, collect as much data as necessary in order to develop a complete picture of the reading program component to be evaluated.

For example: The component examined at Village Park School was the effectiveness of the 5th and 6th grade reading program.

For Village Park School, the needs assessment included examination of all areas of the reading program that could have an affect on the program in 5th and 6th grades.

Utilize Figure 7, Discrepancy Work Sheet, to record results of the needs assessment; present status (what is) and ideal status (what ought to be). If there is a gap between what is and what ought to be, this is known as a discrepancy. This discrepancy represents the problem. Figure 8 graphically illustrates results of the needs assessment as viewed through the discrepancy model.

FIGURE 3

RESOURCE POOL OF THE PENNSBURY EDUCATIONAL SYSTEM

		OBJECTIVES	Needs Assessment	Selection of Evaluation Instruments	Student Goals and Objectives	Select Resources Hardware/Software	Goals Volunteer Personnel	Recruit Volunteers	Implement Program	Communications	Interpretation of Product Evaluation	Assessment of Teacher Values	Guidelines to Implement Similar Program				
		PARTICIPANTS: NO.	1	2/3	4	5	6	7	8/9	10	13	14	15				
	BOARD OF EDUCATION		●							●							
DISTRICT RESOURCES	* ADMINISTRATION: CENTRAL																
	SUPERINTENDENT		●					●		●							
	ASST. SUPT. - BUSINESS AFFAIRS																
	ASST. SUPT. - CURRICULUM & INSTRUCTION		●					●		●							
	DIRECTORS: - ELEMENTARY & SECONDARY																
	CURRICULUM COORDINATORS		●	●	●	●	●	●	●	●	●	●	●				
	PUBLIC RELATIONS DIRECTOR									●							
	TESTING/EVALUATION DIRECTOR			●							●	●					
	* ADMINISTRATION: BUILDING																
	PRINCIPALS/ASSISTANTS		●	●	●	●	●	●	●	●	●	●	●				
	* PROFESSIONAL STAFF																
	-INSTRUCTIONAL:																
	CLASSROOM TEACHERS		●	●	●	●	●		●	●	●	●	●				
	READING SPECIALISTS		●	●	●	●	●		●	●	●	●	●				
	GUIDANCE COUNSELORS		●						●	●							
	NURSES																
	PHYS. ED. INSTRUCTORS																
	LIBRARIANS		●						●	●							
	PENNSBURY EDUCATION ASSOCIATION		●														
	-NON-INSTRUCTIONAL:																
	VOLUNTEER INSTRUCTIONAL PERSONNEL (VIP's)								●	●	●		●				
	STUDENTS		●		●				●	●	●						
LOCAL COMMUNITY RESOURCES	PARENTS		●							●							
	PARENT-TEACHER ORGANIZATIONS									●							
	(CASE) COMMUNITY ACTION STRENGTHEN EDUCATION																
	(RSVP) RETIRED SENIORS VOLUNTEER PROGRAM							●		●							
	PARENT ADVISORY COUNCIL ELEMENTARY/SECONDARY									●							
	PENNSBURY COMMUNITY EDUCATION NEED/ RESOURCE ASSESSMENT - TASK FORCE		●		●			●		●							
	NEWS MEDIA									●							
	VOLUNTEER ACTION COUNCIL																
PERIPHERAL COMMUNITY RESOURCES	BUCKS COUNTY SCHOOLS - INT. UNIT #22		●		●	●	●			●	●	●	●				
	(ETS) EDUCATIONAL TESTING SERVICES			●													
	(RISE) RESEARCH INFORMATION SERVICES FOR EDUCATION																
	(PRISE) PENNSYLVANIA RESOURCES AND [illegible] CENTER SPEC. EDUC.			●							●						
	OTHER SCHOOL DISTRICTS					●	●										
	TEACHER TRAINING INSTITUTIONS - STUDENT TEACHERS								●								
EXTERNAL RESOURCES	PENNSYLVANIA DEPARTMENT OF EDUCATION		●			●	●			●							
	SPECIALIZED PROFESSIONAL CONSULTANTS			●							●	●					
	U.S. DEPT. HEALTH, EDUCATION & WELFARE			●		●	●										

RESOURCE POOL OF THE PENNSBURY EDUCATIONAL SYSTEM		OBJECTIVES	NEEDS ASSESSMENT														
PARTICIPANTS:		NO.															
	BOARD OF EDUCATION																
DISTRICT RESOURCES	* ADMINISTRATION: CENTRAL																
	SUPERINTENDENT																
	ASST. SUPT. - BUSINESS AFFAIRS																
	ASST. SUPT. - CURRICULUM & INSTRUCTION																
	DIRECTORS: - ELEMENTARY & SECONDARY																
	CURRICULUM COORDINATORS																
	PUBLIC RELATIONS DIRECTOR																
	TESTING/EVALUATION DIRECTOR																
	* ADMINISTRATION: BUILDING																
	PRINCIPALS/ASSISTANTS																
	* PROFESSIONAL STAFF																
	-INSTRUCTIONAL:																
	CLASSROOM TEACHERS																
	READING SPECIALISTS																
	GUIDANCE COUNSELORS																
	NURSES																
	PHYS.ED. INSTRUCTORS																

FIGURE 3

SCHOOL	LIBRARIANS															
	-NON-INSTRUCTIONAL:															
	VOLUNTEER INSTRUCTIONAL PERSONNEL (VIP's)															
	STUDENTS															
LOCAL COMMUNITY RESOURCES	PARENTS															
	PARENT-TEACHER ORGANIZATIONS															
	(CASE) COMMUNITY ACTION STRENGTHEN EDUCATION															
	(RSVP) RETIRED SENIORS VOLUNTEER PROGRAM															
	PARENT ADVISORY COUNCIL ELEMENTARY/SECONDARY															
	PENNSBURY COMMUNITY EDUCATION NEED/ RESOURCE ASSESSMENT - TASK FORCE															
	NEWS MEDIA															
	VOLUNTEER ACTION COUNCIL															
PERIPHERAL COMMUNITY RESOURCES	BUCKS COUNTY SCHOOLS - INT.UNIT #22															
	(ETS) EDUCATIONAL TESTING SERVICES															
	(RISE) RESEARCH INFORMATION SERVICES FOR EDUCATION															
	(PRISE) PENNSYLVANIA RESOURCES AND INFORMATION CENTER SPEC.EDUC.															
	OTHER SCHOOL DISTRICTS															
	TEACHER TRAINING INSTITUTIONS - STUDENT TEACHERS															
EXTERNAL RESOURCES	PENNSYLVANIA DEPARTMENT OF EDUCATION															
	SPECIALIZED PROFESSIONAL CONSULTANTS															
	U.S. DEPT.HEALTH, EDUCATION & WELFARE															

FIGURE 4
COMMUNICATION MODEL

Interfaces Between Change Agent and Decision Makers

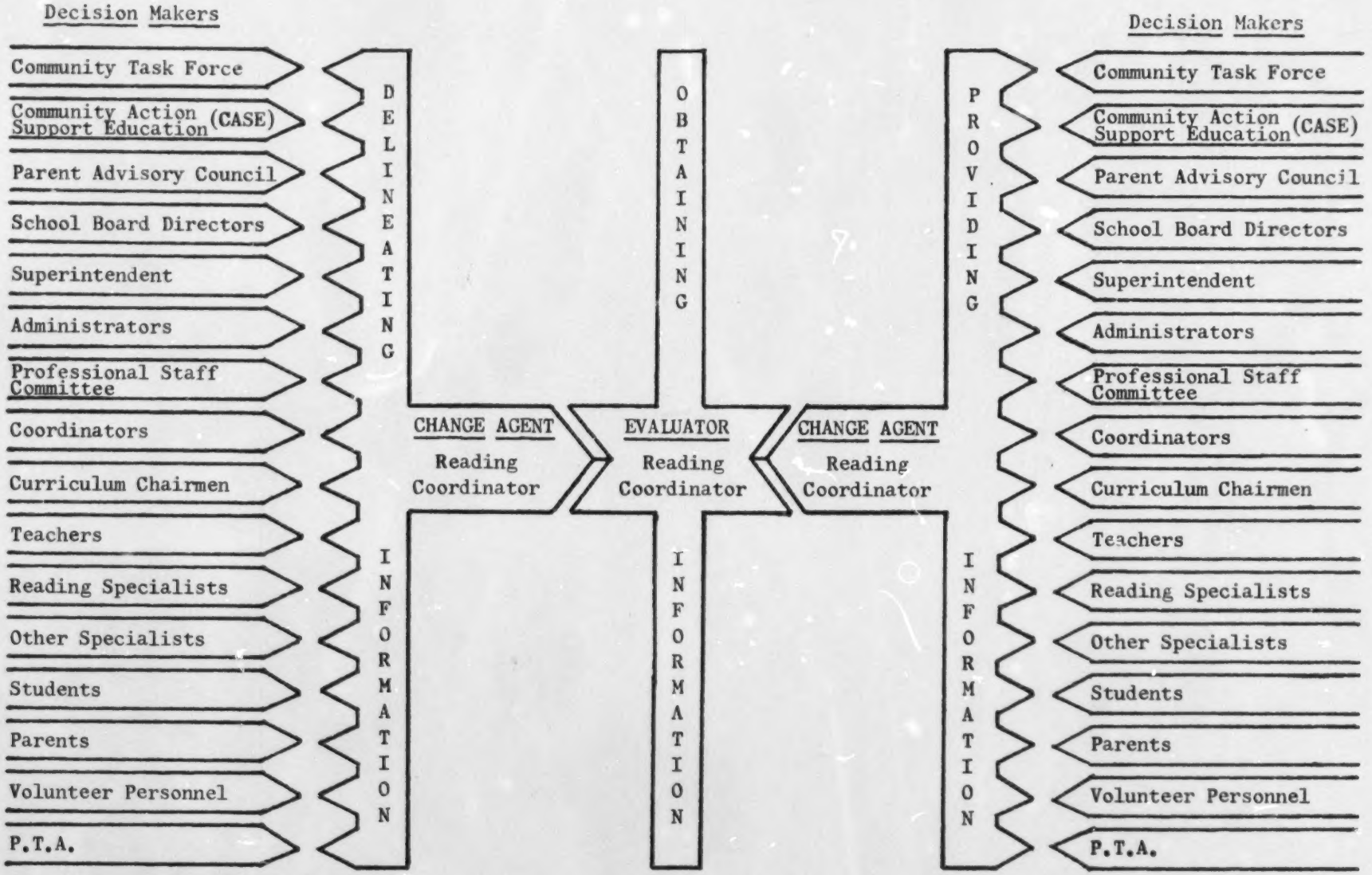


FIGURE 4
COMMUNICATION MODEL

Interfaces Between Change Agent and Decision Makers

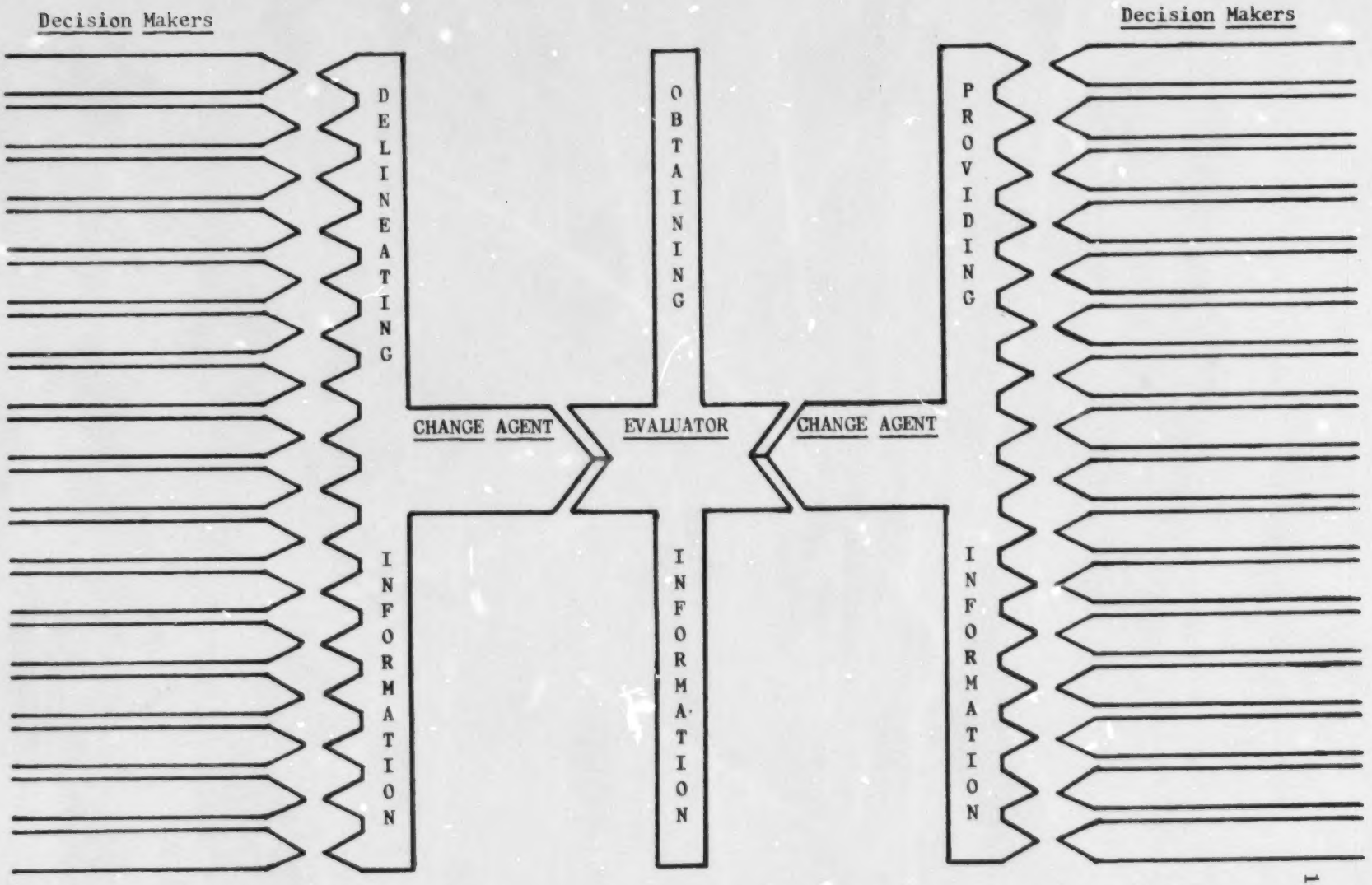


FIGURE 5
COMMUNICATION MODEL

Methods for Delineating and Providing Information

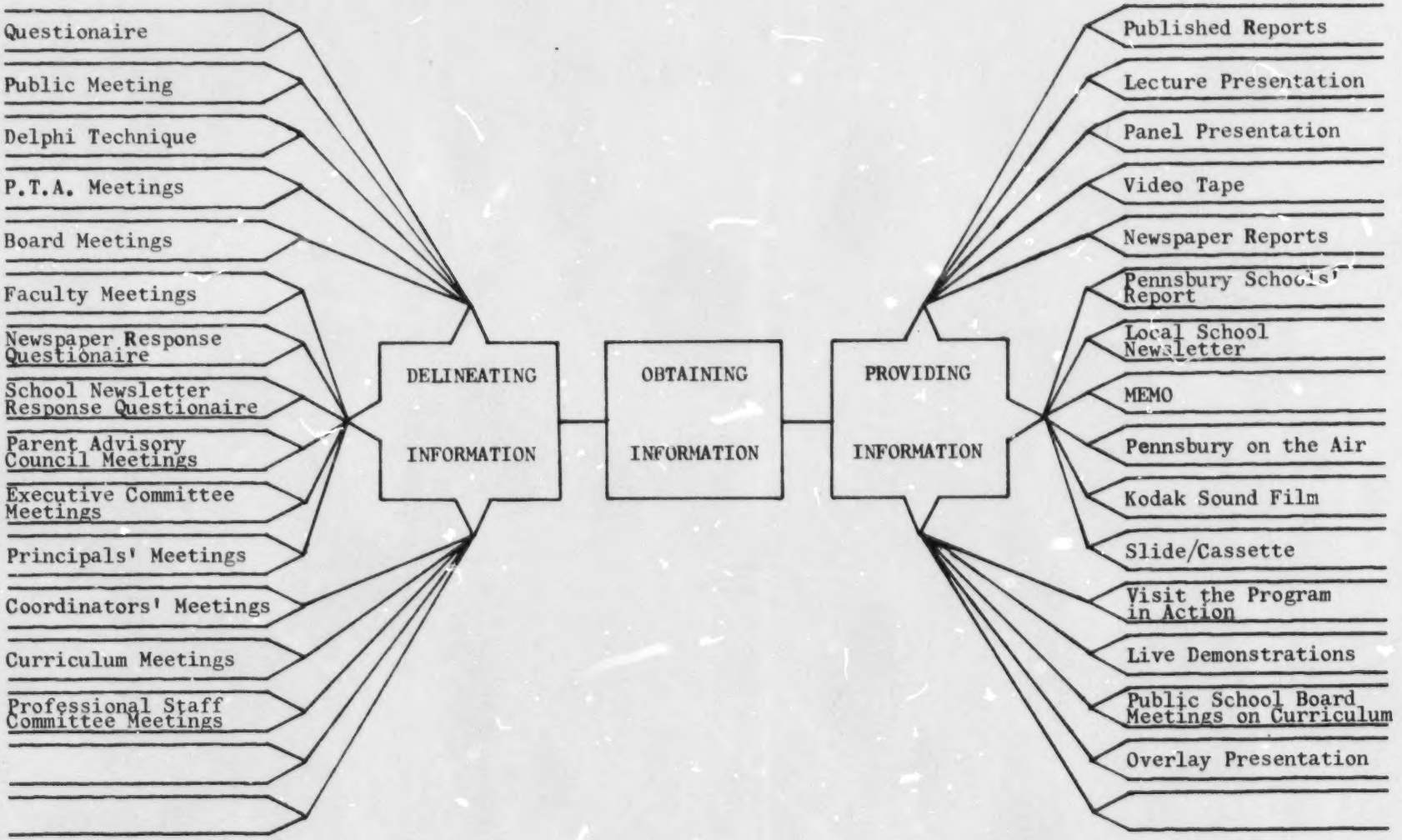


FIGURE 5
COMMUNICATION MODEL

Methods for Delineating and Providing Information

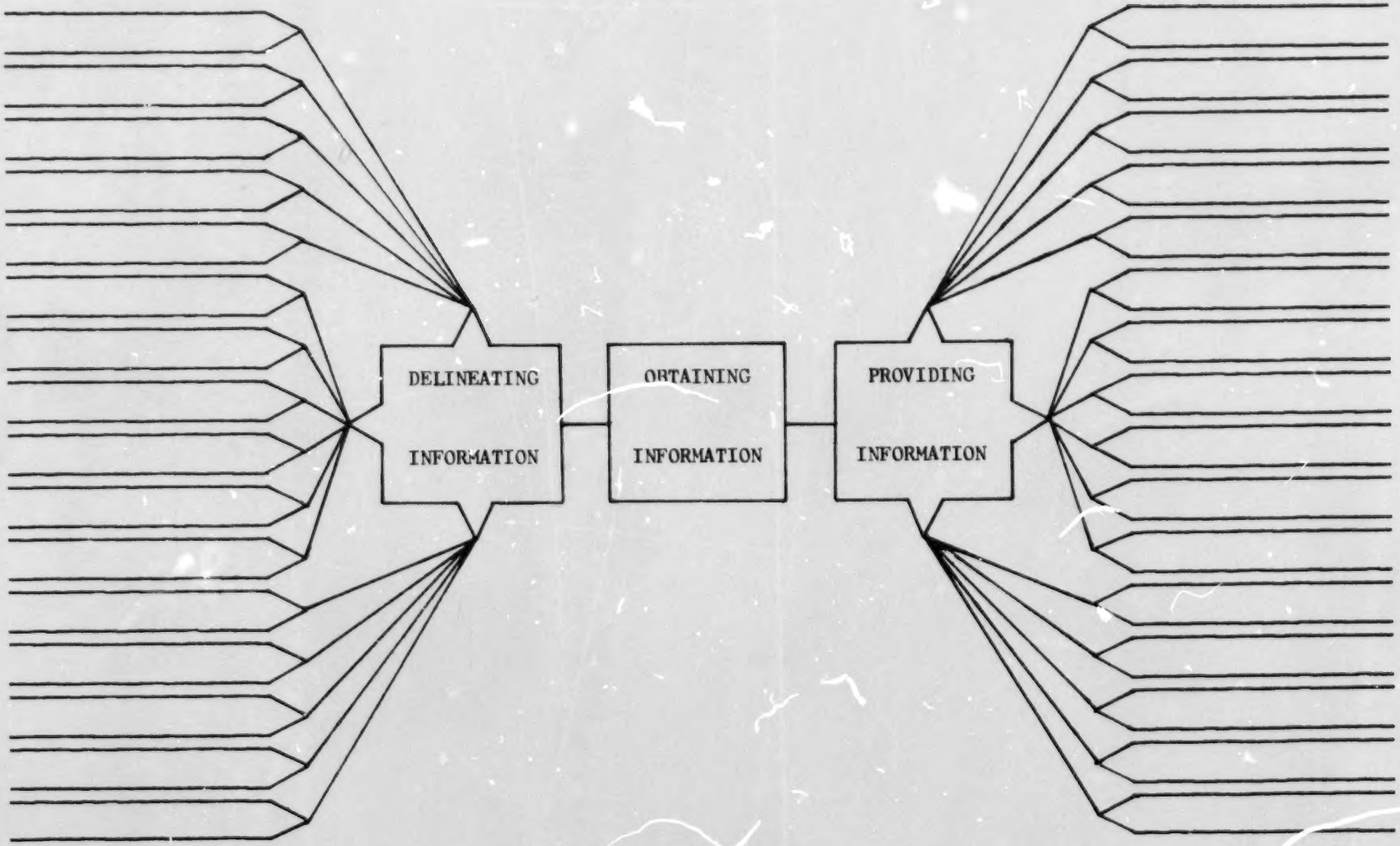


FIGURE 6
SYSTEMS APPROACH

MEETING REPORT FORM

Date_____ Check __ # of Committee Members Present

Members' Names

Chairperson _____ __ _____ __
Recorder _____ __ _____ __
_____ __ _____ __
_____ __ _____ __
_____ __ _____ __

Others: _____

The Committee worked on: AGENDA

1. 3.

2. 4.

OUTCOMES

1. 3.

2. 4.

If more space is needed, please use the back of this sheet.

At our next meeting (Date _____ Time_____ Place_____)
we will consider:_____
_____
_____

Our assignments before the next meeting are:_____
_____
_____

Signed_____
Recorder

Recorder Note: Please complete this form at the meeting and give to school secretary (or other person) to type and distribute to the following people:

All Committee Members Listed Above
Others: _____ _____
_____ _____

FIGURE 7
DISCREPANCY WORKSHEET

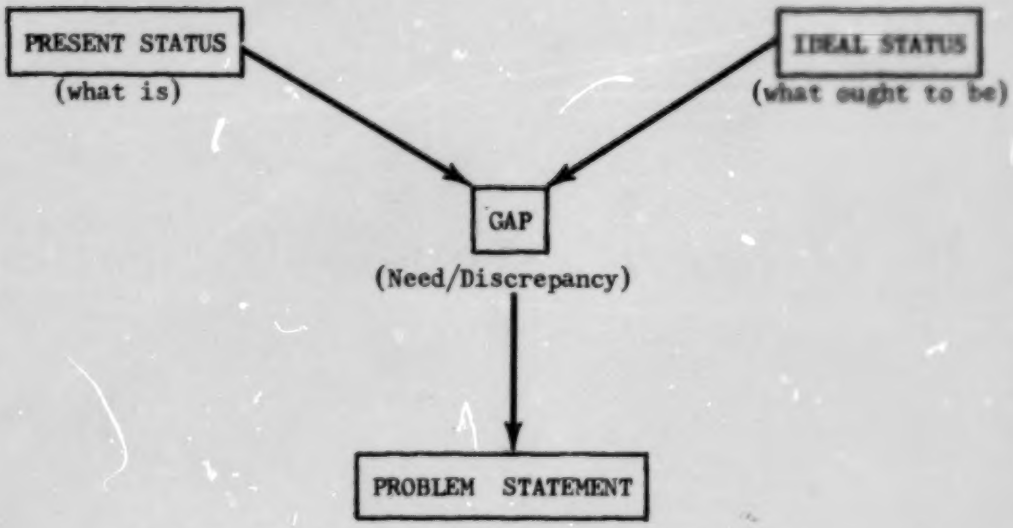
Concern: There is concern among staff about the effectiveness of the fifth and sixth grade reading program.	
PRESENT STATUS (what is)	IDEAL STATUS (what ought to be)
1. Seventh grade drop in STEP reading scores reflect slippage in students' reading development at fifth and sixth grades. 2. Evaluation of specific skills, attitudes and student self-evaluation is lacking in program. 3. Village Park Staff: keep the developmental program, but provide something in addition for students below grade level. 4. Community assessment showed concern to help learning disabled. 5. Lack of variety of materials for disabled reader. 6. Staff noted that volunteers are not involved in the reading program at all. 7. Community assessment showed interest for more involvement in the schools. 8. Staff reflected need for more in-school inservice.	1. STEP reading scores in seventh grade should reflect growth, rather than a drop, in students' reading during fifth and sixth grades. 2. Evaluation techniques should be used to promote concern about student attitudes and need to teach specific skills. 3. A diagnostic-prescriptive program is needed for students reading below grade level. 4. Budget approved to review and purchase a variety of materials for the disabled reader. 5. Volunteers should be part of the prescriptive program. 6. Budget approved for released time and after school inservice.
Problem Statement: Staff at Village Park School recognize the need to develop a program that would affect students in such a way that their reading growth during fifth and sixth grades would be at least equal to their reading growth during previous school years.	

FIGURE 7
DISCREPANCY WORKSHEET

Concern:	
PRESENT STATUS (what is)	IDEAL STATUS (what ought to be)
Problem Statement:	

FIGURE 8

DISCREPANCY MODEL
as a
Result of Needs Assessment



Staff at Village Park School recognize the need to develop a program that would affect students in such a way that their reading growth during fifth and sixth grades would be at least equal to their reading growth during previous school years.

PROGRAM GOALS

Teachers - Implement Prescriptive Program

Students - Achieve Level of Mastery in the Specific Skills of Reading

- Ratio of Learning Equal to or Greater than Previous Years

Administrators - Generate Staff Interest for Program

2. State the Problem

The gap between present status of the program and ideal status (goals) represents needs to be resolved.

The committee should rank the ideals (goals) in priority order.

Determine which priority needs to be resolved.

Develop a problem statement and write it down.

NOTE: Space for writing the problem statement is provided at the bottom of the discrepancy worksheet, Figure 7.

3. Define Goal(s) and Objectives

Definition of a Goal: A goal is a general statement of intent, lacking specific reference to a time for initiation, completion, or specific criteria for success.

Goals may be developed for one or all of the following:

- students
- teachers
- volunteers
- administrators

EXAMPLES:

Students - Improve their ratio of learning in reading during fifth and sixth grades.

Teachers - Implement a prescriptive program for students reading below grade level.

Administrator - Generate staff interest to design a plan for installation of a criterion reference/prescriptive reading program.

Utilize Figure 9, Goals, to list appropriate program goals.

FIGURE 9

GOALS

Area of Concern:	The effectiveness of the fifth and sixth grade reading program.
Students:	Improve their ratio of learning in reading during fifth and sixth grades. Will achieve a level of mastery in deficient skill areas.
Teachers:	Implement a prescriptive program for students reading below grade level.
Administrators:	Generate staff interest to design a plan for installation of a criterion reference prescriptive reading program.
Others:	

FIGURE 9

GOALS

Area of Concern:
Students: **Teachers:** **Administrators:** **Others:**

Definition of an Objective: A specific statement of intent that identifies the performer of the action, the behavioral effect to be accomplished, the population to be affected, a time reference, the criteria for success, and a plan for measurement.

EXAMPLE: After concentrated two-week learning cycles, students will demonstrate mastery of word recognition skills by scoring within the "Zone of Mastery" (80% or higher) as measured by a criterion reference test.

Utilize Figure 10, Objectives, to list objectives, activities, and evaluation methods.

NOTE: Briefly list your objectives on Figure 3, Resource Pool of the Pennsbury Educational System. With your committee, select those resources that might be helpful in achieving the objectives.

FIGURE 10
OBJECTIVES
1974 1975

OBJECTIVES	ACTIVITIES	EVALUATION
1. Principals will schedule meetings to provide awareness to staff concerning the prescriptive program, its values and its outcomes.	1. A presentation of the prescriptive program by the reading coordinator. A packet to be handed to each staff member.	1. Completion of the presentation. Staff interest to become involved in the first phase of implementation in the school.
2. Teachers will identify materials, in-school resources, and community resources that can be appropriately orchestrated to develop students' reading skills.	2. Review commercial materials, in-school resources, community resources, and select those most appropriate for developing students' specific reading skills.	2. Compiled list of recommended materials. A list outlining the resource pool of the Pennsbury Educational System.
3. Teachers will explore alternatives for implementation of a prescriptive program, select one, and design a plan of action.	3. Will include methods to identify target students, establish pre-post testing dates, subgrouping methods, and scheduling direct teacher-learning with volunteer reenforcement.	3. Written procedures for plan of action.
4. Teachers will implement the prescriptive program by scheduling students and volunteer personnel, and provide feedback to determine if procedures are operant as intended.	4. Will include use of criterion tests and other tests for process evaluation, subgrouping students by skill weakness, direct teacher instruction based upon materials matched to students' styles of learning, with reenforcement by volunteer personnel.	4. Classroom observation by reading coordinator, principal, assistant superintendent and superintendent of schools. Teacher feedback during post school day workshops.

FIGURE 10
OBJECTIVES
1974 1975

OBJECTIVE	ACTIVITIES	EVALUATION
5. Indicated by pre-post criterion reference reading tests, students will demonstrate mastery of their word recognition skills by scoring within the "Zone of Mastery" (80% or higher).	5. Concentrated two-week learning cycles including direct teacher instruction to weaknesses and volunteer personnel providing reenforcement of skills.	5. Process evaluation (Pre-Post) using Wisconsin Design Criterion Reference Testing Program of specific reading skills.
6. With regard to reading comprehension, students' ratio of learning during 1974-75 will be equal to or greater than their ratio of learning during previous years; as indicated by normative pre-post testing data.	6. Longitudinal emphasis on prescriptive learning in addition to regular developmental program.	6. Product evaluation of students on a pre-post basis, September and May, utilizing the grade equivalents of the Metropoliton Reading Comprehension Test.
7. Indicated by pre-mid-post testing, students will demonstrate acceptable to positive attitudes toward reading by achieving a raw score of 91 or higher on the Compensatory Reading Program Attitudes Test 4-6.	7. Include student awareness of reading skill strengths and weaknesses through self evaluation. Reenforcement of skills through high interest games and activities, group and/or individual interaction with volunteer personnel. Also the counselor where appropriate. Self selection of high interest paperback books and encouragement from home.	7. Product evaluation of students on a pre-mid-post basis using Educational Testing Services' Compensatory Reading Program Test 4-6.

FIGURE 10
OBJECTIVES
197_ - 197_

OBJECTIVE	ACTIVITIES	EVALUATION
1.	1.	1.

INPUT EVALUATION

4. Explore Alternative Solutions

Utilize Figure 11, Characteristics of Alternative Solutions, to:

A. brainstorm and write alternatives,

B. prioritize the alternatives and analyze each one,

C. select the alternative solution(s) pertinent to solving the problem.

NOTE: Space is provided at the bottom of Figure 11 to list the selected alternative solution(s) by number.

5. Design a Plan of Action

With the alternative solution(s) selected, a plan for implementing the program needs to be thought through.

Listed below are some questions that should be considered in helping design the plan of action.

Questions

Do original goals and objectives still appear desirable? (If not, modify them as the committee views them now.)

What organizational plans are needed?

1. Schedule feedback meetings
2. Select chairperson for meetings
3. Select recorder for meetings
4. Schedule inservice for teachers
5. Schedule pre-tests, process tests, post tests
6. Schedule inservice for volunteers
7. Utilize Figure 12 to schedule volunteers in program
8. Schedule student subgroups for prescriptive program

At what level is coordination necessary?

Local School Coordinator _____
(name)

Curriculum Coordinator _____
(name)

NOTE: Utilize Figure 13, Time Constraint Chart to establish target dates for completion of activities and objectives.

FIGURE 11
CHARACTERISTICS OF ALTERNATIVE SOLUTIONS

KEY: F = Feasible N = Nonfeasible	CHARACTERISTICS										COMMENTS
ALTERNATIVE SOLUTIONS	BUDGET	STAFF	SCHEDULING	INSERVICE	MATERIALS	EQUIPMENT	FACILITIES	POLICIES	VOLUNTEERS	COMMUNITY	
1. Reading Achievement Testing (Pre-Post)	F	F	F					F		F	
2. CT-Criteria Tests McGraw Hill	(N)	F	(N)					F	F	F	Costly per child Tests sent away
3. CT Wisconsin Design	F	F	F	F	F	F			F	F	
4. CT Fountain Valley	(N)	(N)	F	F	F	F			F	F	Program costly, tapes locked in, lot of paperwork.
5. Paid Aides	(N)	F	F	(N)	F	F	F	(N)		F	Budget won't allow for it.
6. Volunteer Aides	F	F			F	F	F	F		F	
7. Hire Additional Corrective Teachers	(N)	F	F		F	F	F			(N)	Budget won't allow for it.
8. Subgrouping by Age		(N)	(N)				F		F		
9. Subgrouping within Grade Level		F	F						F		
10. Subgrouping within Classroom		F	F						F		
Solution(s) Selected: 1, 3, 6, 9, 10											

FIGURE 11
CHARACTERISTICS OF ALTERNATIVE SOLUTIONS

KEY: F = Feasible, N = Nonfeasible		CHARACTERISTICS										COMMENTS
		BUDGET	STAFF	SCHEDULING	INSERVICE	MATERIALS	EQUIPMENT	FACILITIES	POLICIES	VOLUNTEERS	COMMUNITY	
ALTERNATIVE SOLUTIONS	1.											
	2.											
	3.											
	4.											
	5.											
	6.											
	7.											
	8.											
	9.											
	10.											
	Solution(s) Selected:											

FIGURE 12

VOLUNTEER ASSIGNMENT SCHEDULE

Ms. Garberina — Teacher

Mrs. Metz — Volunteer Personnel

5 — # of Students

Long Vowels — ✓ Skill Area to be Emphasized

✓ Clerical Work to be Accomplished — Mark Consonant Tests

WEEK ONE	Monday	Tuesday	Wednesday	Thursday	Friday
	Teacher Instruction	Volunteer Reenforcement (Clerical Work)	Teacher Instruction	Volunteer Reenforcement Clerical Work	Teacher Instruction
	3:15-3:30	1:00-1:30	2:15-2:30	9:30-10:00	2:15-2:30

TWO	Monday	Tuesday	Wednesday	Thursday	Friday
	Teacher Instruction	Volunteer Reenforcement Clerical Work	Teacher Instruction	Volunteer Reenforcement Clerical Work	Teacher Instruction (Post Test)
	2:15-2:20	1:00-1:30	2:15-2:30	9:30-10:00	Post-Test 9:15-9:30

MATERIALS: Ideal Tapes
Monster Game
Phonic We Use Games

FIGURE 12

VOLUNTEER ASSIGNMENT SCHEDULE

Teacher _____ Volunteer Personnel _____

# of Students _____ __ Skill Area to be Emphasized
__ Clerical Work to be Accomplished

WEEK ONE	Monday	Tuesday	Wednesday	Thursday	Friday
	Teacher Instruction	Volunteer Reenforcement Clerical Work	Teacher Instruction	Volunteer Reenforcement Clerical Work	Teacher Instruction
TWO	Monday	Tuesday	Wednesday	Thursday	Friday
	Teacher Instruction	Volunteer Reenforcement Clerical Work	Teacher Instruction	Volunteer Reenforcement Clerical Work	Teacher Instruction Post Test

MATERIALS:

FIGURE 13
TIME CONSTRAINT CHART
READING

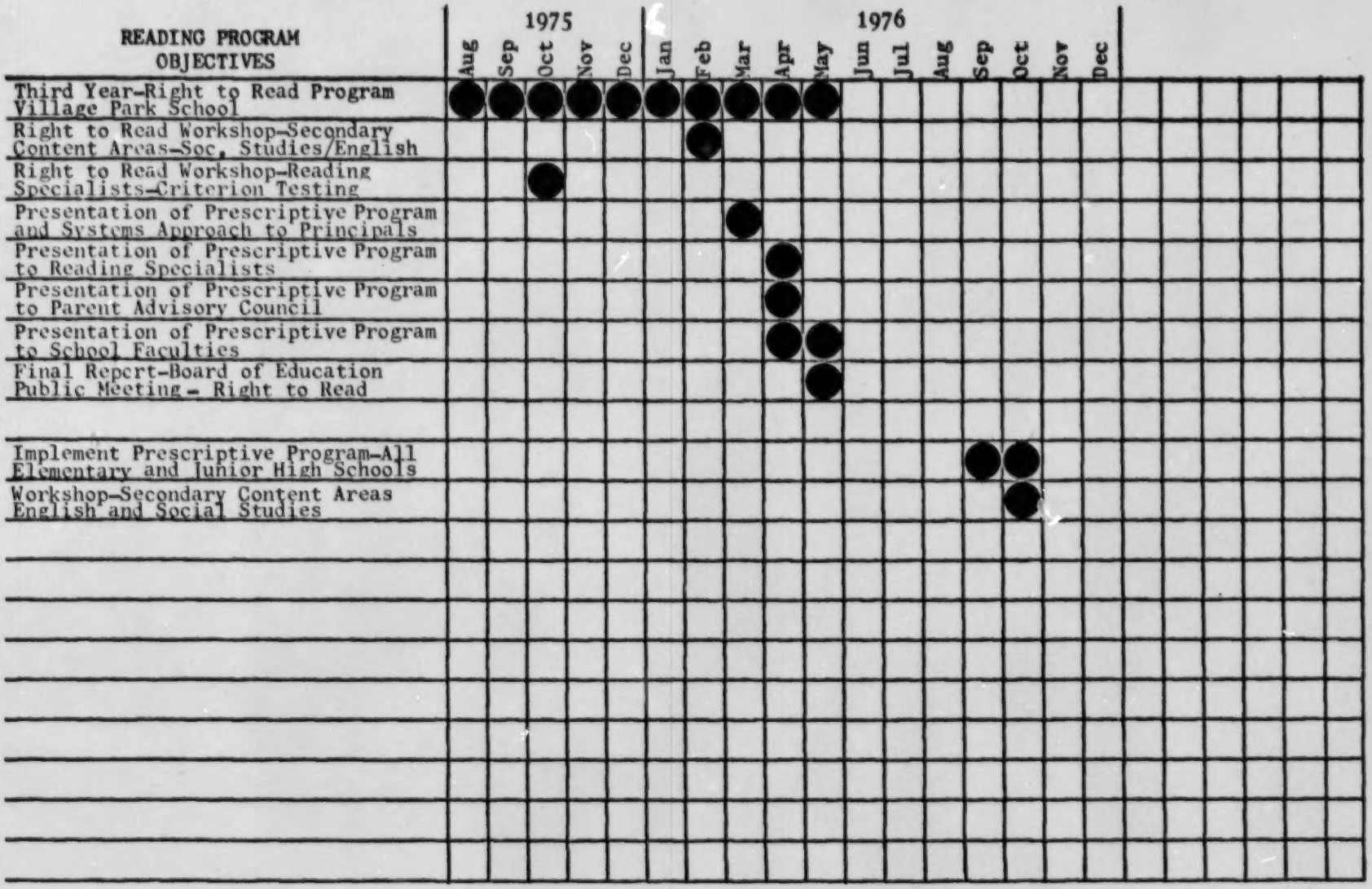
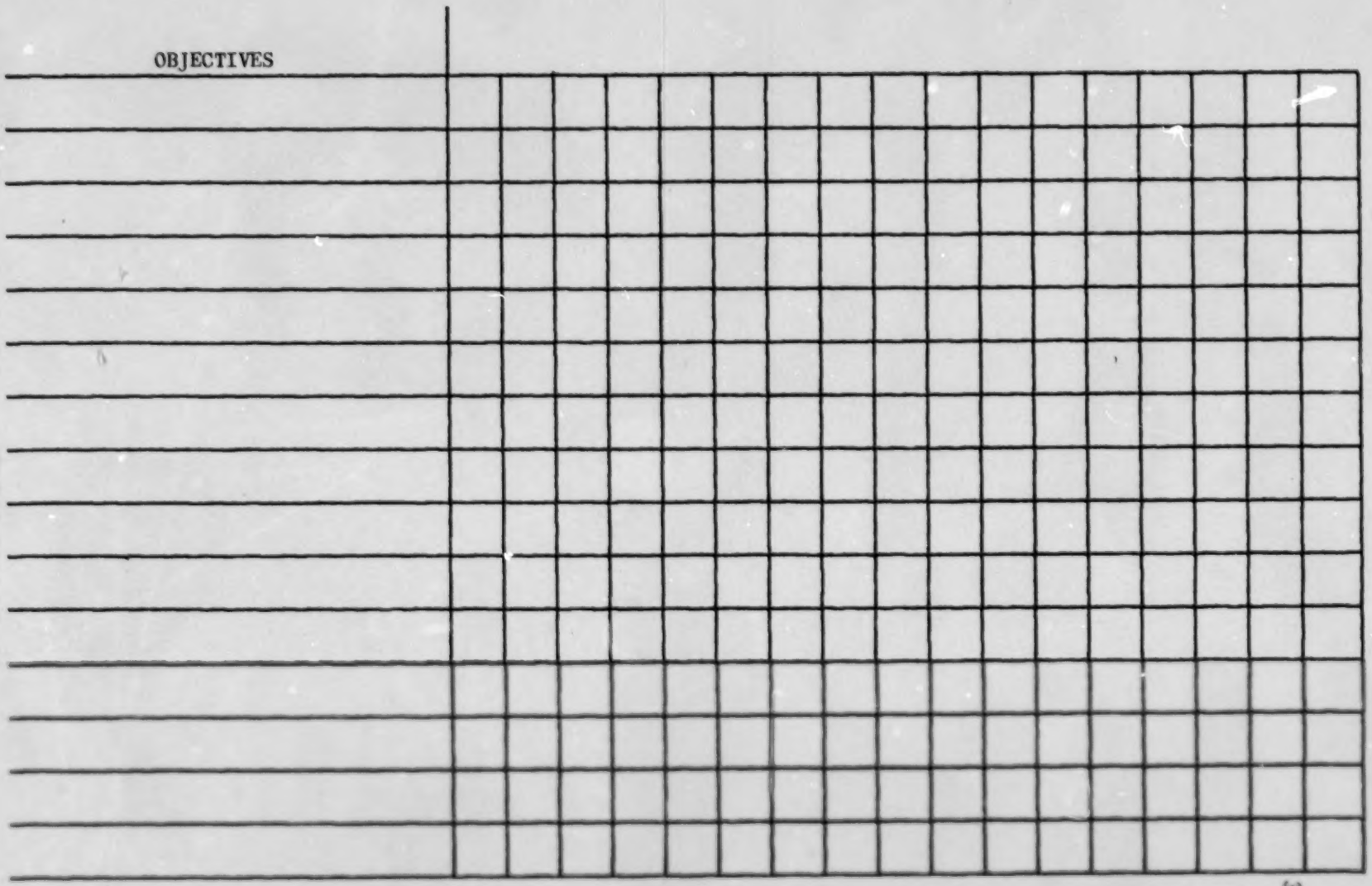


FIGURE 13
TIME CONSTRAINT CHART



PROCESS EVALUATION

6. Implement Plan of Action (The Program)

A. Monitor the Program

The early stages of Process Evaluation are exploratory, with the focus on detecting defects in the design plan. In other words, continuous monitoring to see if the program is operating as it was intended.

B. Feedback Meetings

To insure thorough and efficient monitoring, feedback meetings are extremely important. Meetings should be scheduled weekly during the initial stages of a new program.

Formal and informal information gathered during Process Evaluation may result in committee recommendations to recycle to Input Evaluation and restructure program design or procedures.

C. Outcomes in Writing

It is important to place in writing restructured procedures, revised target dates, and revised schedules. This keeps all decision makers informed and provides an information base of "successful procedures" to try when program is implemented at other grade levels.

Utilize Figure 6, Meeting Report Form, to keep all participants informed.

PRODUCT EVALUATION

7. Evaluation of the Program

At the end of the program cycle, evaluate the extent to which each objective was achieved. Based on whether the objectives were met, one of three alternatives will be carried out.

A. Recycle the Program: to Input Evaluation for redesigning of the plan.

B. Terminate the Program: this was not the direction to go. Return to Context Evaluation.

C. Install the Program: as part of the on-going program.

INSTALLATION

8. Design a Plan for Installation

Designing a plan for installation is a very important step if it is to be accepted by staff in other grades or other schools.

During the installation phase the following steps are recommended:

A. Keep the installation small scale.

B. Provide awareness background for staff who will be installing the new program.

C. Form a committee of staff members to design the plan for implementation. (See Input Evaluation)

D. Establish target dates on time constraint chart. (See Figure 13)

E. Schedule weekly feedback meetings to determine if installation is proceeding as designed. Discuss strengths, weaknesses and modifications.

Utilize Figure 6, Meeting Report Form, to provide feedback to all participants.

F. Document the progress of the new program and provide staff with test data.

* *

THE PURPOSE OF EVALUATION

Is Not to Prove

But to Improve

—Daniel L. Stufflebeam

CONCLUSIONS

The purpose of the Right to Read Effort was to implement an inservice systems approach for improving the reading skills of students reading below grade level at the Village Park School, and to utilize the approach to generate similar programs in other schools.

In order to realize such goals, administrators, acting as facilitators of change, must recognize that the key to the kind of teaching we seek lies as much in teachers' attitudes as in teachers' diagnostic abilities or in the program itself. With teachers' attitudes considered foremost in the mind of the change agent, efforts can then be undertaken to affect teacher understanding in the cognitive areas.

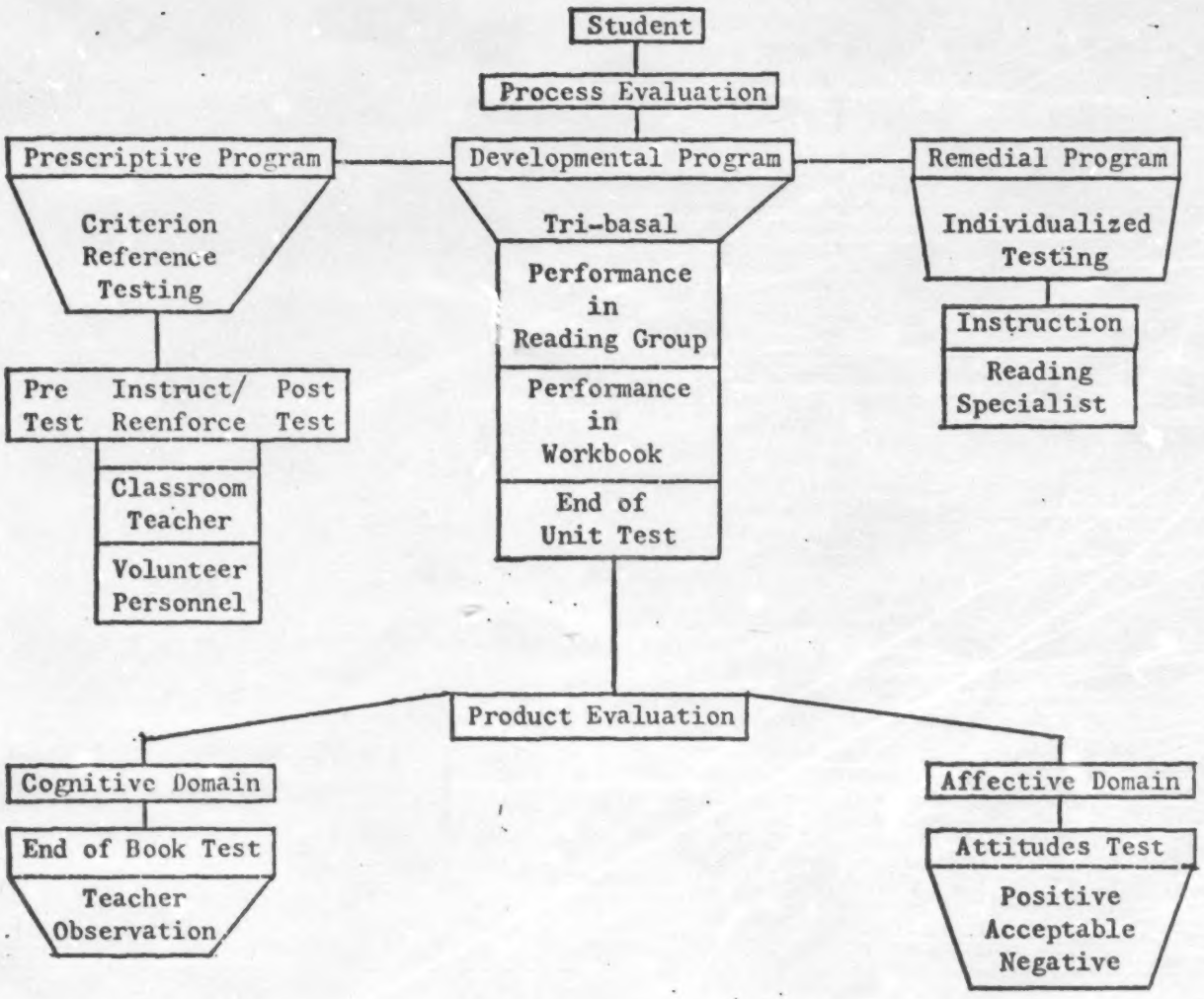
To judiciously foster positive attitudes and a sense of purpose and committment, teachers must participate in the development of a new program from its inception. This will go a long way to insuring the success of the program.

As change agents foresee staff becoming involved in new programs, it is important to keep in focus the valuing levels of awareness, preference, and committment, as they apply to an individual's assessment of whether a new program has worth.

These levels of valuing were nurtured daily during the effort to develop a prescriptive program at the Village Park School. They continue to be the modus operandi as the program is presented at the awareness level to principals and staff in other schools.

ADDENDUM

PENNSBURY
READING PROGRAM MODEL



PRESCRIPTIVE READING PROGRAM
MODEL